DOCUMENT RESUME

ED 216 145 CE 032 175

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TITLE Handbook for Women in Transition. Book I--Job Hunting Skills.
INSTITUTION K. N. Associates, Wyomissing, PA.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 80
NOTE 105p.; For a related document see CE 032 176.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Adults; *Career Planning; *Displaced Homemakers; Employment Interviews; Employment Qualifications; Evaluation Methods; Females; Job Applicants; Job Application; *Job Search Methods; Leaders Guides; *Learning Activities; Reentry Workers; *Self Evaluation (Individuals); *Transfer of Training; Workshops

ABSTRACT

Based on a survey of former fulltime homemakers in the Reading, Pennsylvania, area, this handbook was designed to provide a framework for resource persons to lead group sessions for women in transition. The material focuses on leading women to assess their skills and to discover which skills developed through homemaking can be transferred into paid employment. Part 1 consists of an overview of the handbook's contents and suggestions for leaders. Part 2, the personal inventory, contains exercises designed to acquaint participants with skills they may have developed through homemaking which can be transferred into marketable skills. Included in this section are a job-preferences inventory, a general skills inventory, and a personal attitude inventory. The third part of the handbook, the job hunt, focuses on assisting participants in learning job hunting skills. Topics covered are job search, career path, and community knowledge. The final part of the guide, presenting your skills to employers, emphasized methods that can be used for approaching employers. Contents include the training contract, resume writing, preparing a portfolio, and researching a company. Role-playing exercises for interviewing also are supplied. All exercises provide evaluation sections. (KC)

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ED216145

HANDBOOK

FOR

Women in *Transition*

Book I - Job Hunting Skills

1980

by

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BASIC ADULT EDUCATION

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This Handbook is the result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education or the Department of Education and no official endorsement should be inferred.

Special thanks for assistance to:

Cindy Becker for typing and editing the contents of the Handbook.

Jamie Hirtle for helping to gather information for the Handbook.

Kristin Novak for supplying some of the drawings used.

The author appreciates the cooperation of the women who tested and critiqued this Handbook.

Kathy Novak

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PART 1

RESOURCE PERSON'S GUIDE

Overview

In the fall of 1979, a survey of former full-time homemakers was conducted in the Reading, Pa. area. The purpose of the survey was to assess skills developed through the homemaking experience which were found to have transfer value into paid employment. The goal of obtaining this information was to prepare resource materials for women in transition; to help them assess particular skills developed through homemaking and to explore methods for presenting their skills to employers.

The material presented in this Handbook is the final product of this project. The contents are designed to provide a framework for resource persons to lead group sessions for women in transition. Group leaders will need to supplement the content in the Handbook with resources available in their own centers. The exercises found in each part of the Handbook are geared to getting the participants actively involved in the self-evaluation process. Each exercise, when completed, should be reviewed by a resource person to provide evaluative feedback.

How To Use This Handbook

1. Review the contents of the Handbook and become familiar with the exercises.
2. Gather resources which your participants can use for the exercises such as the Occupational Outlook Handbook. Bureau of Labor Statistics, U.S. Department of Labor.
3. Consider the needs and interests of your participants. Those with limited or no working experience outside the home will need to spend more time on some of the exercises than those with employment experience. By asking participants to share their findings in the exercises, a group of people with similar problems can provide advice and support for each other. The point of the activities is to help participants learn about themselves and to build confidence in their ability to make and pursue a career path.
4. The Handbook provides a general approach to the career decision-making process. An appropriate prelude to beginning the exercises would be some exploration with your participants of specific job readiness factors such as time and energy management. Follow-up activities could continue with interview situation role play, work adjustment factors, and money management.
5. A self-evaluation section is included with each exercise. Encourage participants to review these questions at the completion of each exercise. This is intended to help participants develop self-discipline and to take the major responsibility for assessing their own performance.

Objectives of Exercises

The following is a summary of the objectives which comprise the Handbook exercises.

Personal Inventory

The exercises in this part are designed to acquaint the participant with skills they may have developed through the home-making experience which can be transferred into marketable skills.

Objective for Exercise #1: Job Preferences Inventory

Objective for Exercise #2: General Skills Inventory

Objective for Exercise #3: Personal Attitude Inventory

The Job Hunt

Contents of this part focus on assisting participants in learning job hunting skills.

Objective for Exercise #4: Job Search

Objective for Exercise #5: Career Path

Objective for Exercise #6: Know Your Community

Presenting Your Skills to Employers

Emphasis in this part is given to methods that can be used for approaching employers.

Objective for Exercise #7: Training Contract

Objective for Exercise #8: Write Your Resume

Objective for Exercise #9: Prepare A Portfolio

Objective for Exercise #10: Research A Company

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PART TWO

PERSONAL INVENTORY

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JOB PREFERENCES

For Your Information

People look for employment for a variety of reasons. Some of these relate to basic life support necessities such as food and shelter. Other reasons pertain to personal needs such as achieving more self-satisfaction from life and increasing one's sense of worth. Although some of these reasons may be more urgent in nature depending on each individual's life situation, all reasons play a vital part in determining the type of job that will provide overall long range job satisfaction.

An important initial step in preparing for employment is to take an inventory of your job preferences; What is important to you on the job? This will help you to recognize immediate and long-term needs which are important to you and the job environment which will make you happy.

EMPLOYEES ACT BECAUSE OF *NEEDS*

FIVE BASIC NEEDS:

1. NEED TO BE ALIVE AND STAY ALIVE

2. NEED TO FEEL SAFE (financially secure)

3. NEED TO BE SOCIAL

4. NEED TO FEEL WORTHY AND RESPECTED

5. NEED TO DO THE WORK WE LIKE

JOB PREFERENCES INVENTORY
EXERCISE 1

OBJECTIVE: Complete a job preferences inventory.

DIRECTIONS: . Complete the job preferences inventory which follows.

. Summarize your job preferences on the summary sheet provided and list those jobs which you think might meet these preferences.

. Review the summary of interactions that can take place on the job in worker relationships. Which of these do you prefer?

. Refer back to your list of job preferences when completing exercises in Part 3 of the Handbook.

SELF EVALUATION:

1. Did I rate myself on each job preference?
2. Did I summarize my job preferences and describe my "ideal job"?
3. Did I list those jobs which might meet my job preferences?

JOB PREFERENCES INVENTORY

Ask yourself: How important is an ideal job for me; the kind of job I would most like to have.

Check the box on the right indicating the degree of importance you would personally attach to each item.

	Very Important	Important	Un-important	Neither Important or Un-important	Very Un-important
1. Achievement: The job could give me a feeling of accomplishment.					
2. Activity: I could be busy all the time.					
3. Authority: I could be in charge.					
4. Co-workers: My co-workers would be easy to get along with.					
5. Creativity: I could try out some of my ideas.					
6. Independence: I could work alone on the job.					
7. Moral Values: I could do the work without feeling that it was morally wrong					

	Very Important	Important	Un-important	Neither Important or Un-important	Very Un-important
8. Recognition: I could get recognition for the work I do.					
9. Decision-Making: I could make decisions on my own.					
10. Security: the job would provide for steady employment.					
11. Social Status: I could be "somebody" in the community					
12. Variety: I could do something different every day.					
13. Working Conditions: The job would have good working conditions. (able to work inside/outside, to sit/stand)					
14. Promotion: The job would offer promotions.					

	Very Important	Important	Un-important	Neither Important or Un-important	Very Un-important
15. Location: I could work close to home					
16. Pay: The job would pay well					
17. Working with People:					
- I could guide people as part of my job					
- I could formulate policies and programs.					
- I could be involved with teaching others.					
- I could supervise other people.					
- I could amuse others as part of my job.					
- I could persuade other people.					
- I could talk with people to convey information					
- I could attend to the needs of others					
18. Benefits: The job has good fringe benefits.					
19. Other: (write in other needs)					

SUMMARY OF JOB PREFERENCES

List all those job preferences which were rated important or very important in the left hand column. On the right side, indicate what jobs you think might satisfy those preferences.

On my ideal job I could:	Jobs which might satisfy these preferences:

SUMMARY OF INTERACTIONS

Every job requires a worker to function in relation to others. People interact in a variety of ways. The following summary has divided worker relationships into eight types of interactions. Jobs tend to contain a larger portion of one type of interaction than others. Recognizing interactions that take place as a part of a job can influence occupational choice and affect interpersonal relationships on the job. (which of these interactions appeal to you? What types of jobs call for the interactions you prefer?)

Mentoring

advising
counseling
guiding people in regard to problems that may be resolved by legal, clinical, spiritual, and/or other professional principles
Examples: truck driver, welfare day-care consultant, claim examiner, guidance counselor, purchasing agent, civil engineer

Negotiating

exchanging ideas, information, and opinions with others
formulate policies and programs
arrive jointly at decisions, conclusions, or solutions
Examples: administrator, debt counselor, nursery school program planner, conservation specialist, revenue agent, refund clerk

Instructing

teaching subject matter to others
  explaining
  demonstrating
  supervised practice
making recommendations on the basis of technical disciplines
Examples: loan officer, consumer advisor, packager, fabric consultant, physical therapist assistant, teacher, nutrition program aide, sander

Supervising

determining or interpreting work procedures for a group of workers
assigning specific duties to workers
maintaining harmonious relations among workers
promoting efficiency among workers
Examples: food service supervisor, drafter, cafeteria manager, police officer, baker, child care leader

Diverting

amusing others
Examples: entertainers, professional sports people, playground assistant

Persuading

influencing others in favor of a product, service, or point of view
Examples: sales people, advertising people, consumer affairs consultant, purchasing agent, building inspector

Speaking-Signaling

talking with people to convey or exchange information
signaling people to convey or exchange information
giving assignments and/or directions to helpers or assistants
Examples: trainer, shipping supervisor, telephone operator, recreation supervisor

Serving

attending to the needs or requests of people or animals
attending to expressed or implicit wishes of people
immediate response is involved
Examples: bus driver, pest controller, alterationist, shoe repairers, child care person, telephone installers, social service aide, fast-food counter worker, bartenders

Modified from: U.S. Department of Labor. Dictionary of occupational titles, volume 11: Occupational classification and industry index (3rd ed.). Washington, D.C.: U.S. Government Printing Office, 1965, pp. 649-650.

GENERAL SKILLS

For Your Information

One of the main things an employer will want to learn about you, the job seeker, is what skills you have to offer that are valuable. Many women with little or no paid employment experience will tend to underestimate their worth in the job market. Yet, there are a number of general skills which most employers are seeking which are frequently practiced in the homemaking experience. These are the skills which must be thoughtfully presented in the resume and spoken of enthusiastically in the job interview.

The following exercises are designed to help you identify what general skills you may have developed.

GENERAL SKILLS

The following list presents ten skills which are commonly practiced through the homemaking experience, and have transfer value into paid employment.

GENERAL SKILL	ACTIVITY
Communications	Interacting with people (verbal & written) - placing a telephone order to a store - writing a letter of complaint
Attending to Details	Being sure nothing is left undone - completing all activities for meal preparation - making arrangements for a vacation
Time Management	Managing one's own time to get the job done - setting a schedule to accomplish a days tasks
Following Set Procedures	Using specific procedures in order to get the job done - shopping on a certain day of each week, doing laundry on another, etc.
Stress Management	Dealing effectively with stressful situations and personal contacts - solving family conflicts
Serving Others	Performing personal services for others - preparing meals - doing laundry
Physically Active	Being physically active as part of the job - running errands - washing windows
Handling Routine	Performing repetitive activities - dusting - vacuuming
Problem Solving	Using a decision-making process to solve problems - selecting the best buy for the money
Inspecting	Judging the value or conditions of things - determining when the lawn needs mowing

GENERAL SKILLS INVENTORY

Exercise 2

OBJECTIVE: Complete a general skills inventory.

DIRECTIONS:
- Using the charts on the following pages, complete an inventory of general skills developed through the homemaking experience
- Summarize those skill areas practiced most frequently on the summary page
- Discuss what you learned through this exercise with a resource person. How might these skills be presented to a potential employer?

SELF EVALUATION:

1. Did I complete the inventory and summary sheet?
2. Did I discuss my learnings with a resource person?

GENERAL SKILLS INVENTORY

Directions: Check those skills you feel you practice for each task you have frequently completed.

* TASKS	Frequently completed	COMMUNICATIONS	ATTENDING TO DETAILS	TIME MANAGEMENT	FOLLOWING SET PROCEDURES	STRESS MANAGEMENT	SERVING OTHERS	PHYSICALLY ACTIVE	HANDLING ROUTINE	PROBLEM SOLVING	INSPECTING
Maintain personal grooming											
Prepare meals											
Store and handle food safely and properly											
Make beds											
Wash dishes and utensils											
Purchase groceries											
Select clothing and accessories											
Wash kitchen cabinet and counter surfaces											
Keep things picked up											
Celebrate special occasions											
Regulate lighting, ventilation, humidity and temperature											
Discard unnecessary items to eliminate clutter											

TASKS	Frequently completed	COMMUNICATIONS	ATTENDING TO DETAILS	TIME MANAGEMENT	FOLLOWING SET PROCEDURES	STRESS MANAGEMENT	SERVING OTHERS	PHYSICALLY ACTIVE	HANDLING ROUTINE	PROBLEM SOLVING	INSPECTING
Entertain guest in the home											
Pay bills											
Shop for goods and services											
Clean and disinfect the bathroom											
Obtain regular medical and dental checkups											
Care for floors appropriately											
Choose proper laundry cleaning agents											
Pursue personal hobbies and interests											
Regulate cash flow to meet payments											
Select household cleaning and maintenance equipment and supplies											
Sort clothes for laundering											

TASKS	Frequently completed	COMMUNICATIONS	ATTENDING TO DETAILS	TIME MANAGEMENT	FOLLOWING SET PROCEDURES	STRESS MANAGEMENT	SERVING OTHERS	PHYSICALLY ACTIVE	HANDLING ROUTINE	PROBLEM SOLVING	INSPECTING
Practice energy conservation in the home											
Provide a pleasant, harmonious home environment											
Care for furnishings											
Use socially acceptable etiquette											
Drive a vehicle											
Give compliments for tasks well done											
Store clothing properly											
Clean and maintain appliances											
Set goals and priorities for use of money											
Obtain information about community activities											
Provide moral support for family members											

TASKS	Frequently completed	COMMUNICATIONS	ATTENDING TO DETAILS	TIME MANAGEMENT	FOLLOWING SET PROCEDURES	STRESS MANAGEMENT	SERVING OTHERS	PHYSICALLY ACTIVE	HANDLING ROUTINE	PROBLEM SOLVING	INSPECTING
Provide time for self											
Practice preventative medicine											
Launder or dry clean clothing and linens according to fabric characteristics											
Dispose of trash and garbage											
Eliminate safety hazards in the home											

*Adapted from Abt and Lewis, Occupational Analysis of Colorado Homemakers Using the DACUM Approach. For Colling: Colorado State University, 1978

Summary of General Skills Inventory

Skill Areas	Experiences Which Developed This Skill

PERSONAL ATTITUDES

For Your Information

No matter how qualified you may be for a job, your attitude about going to work will play a major role in your career success. How do you feel about yourself, others, and life in general?

No employer wants to hire a person who brings all of their personal troubles to work with them each day. Therefore, an important step in preparing for a career path is to take an inventory of your personal attitudes. Once the inventory is taken, steps to strengthen those weak areas of your personality should be undertaken.

PERSONAL ATTITUDES INVENTORY

EXERCISE 3

OBJECTIVE: Complete a personal attitudes inventory.

DIRECTIONS:
- Rate yourself on the various attitude areas presented on the following pages. Be honest, your responses will be confidential.
- Compare your ratings with the positive attitudes shown on the attitude chart. Ask yourself, "What attitudes do I need to work on improving?"
- Discuss, in general, your learnings with a resource person and plan for ways to begin strengthening attitudes.

SELF EVALUATION:

1. Did I honestly rate myself on each question?
2. Did I draw some conclusions about attitudes that could use improvement?
3. Did I discuss my conclusions with a resource person and develop a plan for strengthening attitudes?

PERSONAL ATTITUDES INVENTORY

Read over each statement carefully and then rate yourself as follows on each:

A - Excellent B - Good C - Fair or Average D - Poor

Are You A Person Who:

____1. IS SOCIABLE? Smiles a great deal; gets along with people; and has a keen sense of humor.

____2. IS COURTEOUS? Is considerate of other people: says "please" and "thank you" frequently.

____3. IS COOPERATIVE? Is willing to assume responsibility.

____4. SHOWS INITIATIVE? Makes the best use of time; thinks up new ideas; and makes suggestions for improvement.

____5. IS AMBITIOUS? Wants to succeed; wants to see others succeed; and is a "doer", not a "dreamer".

____6. IS TACTFUL? Says the right thing at the right time; does not argue or try to prove the other person wrong.

____7. IS ENTHUSIASTIC? Is not afraid of hard work; likes people; and does the job as if it were your own business.

____8. IS CONSIDERATE? Makes an effort to see the other person's point of view; and is always on the alert to help others.

____9. IS HONEST? Is held in highest confidence; takes responsibility for own errors and avoids bad personal habits.

___10. IS DEPENDABLE? Always fulfills commitments.

___11. HAS SELF CONFIDENCE? Believes you can and will succeed.

___12. IS ADAPTABLE? Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudice.

___13. HAS PERSISTENCE AND PATIENCE? Does not lose patience easily; tries again and again and is not easily discouraged.

ATTITUDE CHART

POSITIVE ATTITUDE	NEGATIVE ATTITUDE
1. Smiles easily	1. Rarely smiles
2. Willing to change ideas, and behavior when appropriate	2. Unwilling to change
3. Able to see other person's viewpoint	3. Unable to see the other person's point of view
4. Almost never complains	4. Complains about nearly everything
5. Accepts responsibility for mistakes	5. Blames others for own mistakes
6. Seldom criticizes others	6. Very critical of others
7. Considers what is good for or helpful to others	7. Thinks only of self. "What's in it for me?"
8. Respects the ideas and opinions of others	8. Tries to force ideas and opinions on others
9. Never makes excuses	9. Always makes excuses
10. Has a variety of interests	10. Few interests, is often bored

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PART 3

THE JOB HUNT

CAREER PATH

For Your Information

It is useful to develop a long-range career path. This will lead you through a series of planned steps or activities to arrive at a job offering the greatest chance for advancement. Examples of career paths are shown below.

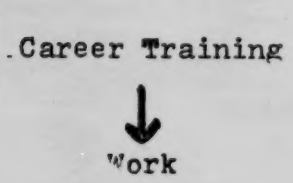

Figure 1.

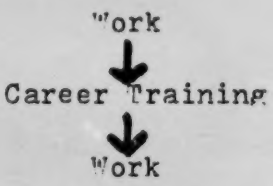

Figure 2.

Figure 3.

Let's examine the following case studies for the career paths which were followed. Mary Smith has decided after a self evaluation and career search that she wishes to pursue a career in small appliance repair. In order to do this, she must enroll in an appropriate training program before she can qualify for a job. Her career path is shown in Figure 1. Betty Jones, due to economic need, takes a beginner's job in sales which is an area she thinks may interest her. After a year on the job, she realizes that she would like to move into a management position. Being more financially secure by now, Betty is able to enroll in some evening business courses. Knowing of her interest in management and her course work, Betty's current employer places her in a manager trainee position several months later. Betty's career path is shown in Figure 2.

Ann Brown, in Figure 3, decided to gain some work experience and arranged for an internship at a local bank. One month later, the bank offered to place her on the payroll because of her fine performance during her internship. Two years later, Betty advanced to a loan officer position offered to her by another bank.

These three examples show how different career paths were followed. Each of these people had a long-range plan or goal and achieved it through a series of career steps. Career paths for some might take months or years to complete. The important point is that a career goal is defined and worked toward in a series of carefully planned steps.

The charts on the following pages provide information that can be used in developing a career path.

JOBS OF TOMORROW*

The following sections describe the changes that are expected to occur among the broad occupational groups between 1976 and 1985.

Professional and technical workers include a wide range of workers, many of them highly trained. Among this group are scientists and engineers, medical practitioners, teachers, entertainers, pilots, and accountants. Employment in this group is expected to grow by about 18 percent between 1976 and 1985, rising from 13.3 million to 15.8 million workers.

Greater efforts in energy production, transportation, and environmental protection will contribute to a growing demand for scientists, engineers, and technicians. The medical professions can be expected to grow as the health services industry expands. The demand for professional workers to develop and utilize computer resources also is projected to grow rapidly.

Some occupations will offer less favorable job prospects, in many cases because the supply of workers exceeds the available openings. Teachers will continue to face competition, as will artists and entertainers, airline pilots, and oceanographers.

Managers and administrators include workers such as corporate executives, school and health services administrators, department store managers, and self-employed business operators. This group is expected to grow from 9.3 million to 11.3 million workers, an increase of 21 percent. The rapidly expanding service industries are expected to offer more jobs for managers than the slowly growing manufacturing industries.

Changes in business size and organization have resulted in differing trends for self-employed and salaried managers. The number of self-employed managers will continue to decline as many areas of business are increasingly dominated by large corporations and chain operations. Some kinds of small businesses, such as quick-service groceries and fast-food restaurants, still will provide opportunities for self-employment, however. The demand

for salaried managers will continue to grow rapidly as firms increasingly depend on trained management specialists, particularly in highly technical areas of operation.

Clerical workers constitute both the largest and the fastest growing occupational group. Employment in these occupations is expected to grow about 29 percent between 1976 and 1985, rising from 15.6 million to 20.0 million workers.

New developments in computers, office machines, and dictating equipment will greatly affect employment in many occupations within this group. As computers are used more extensively to store information and perform billing, payroll, and other calculations, employment of file clerks and many types of office machine operators will level off or decline. At the same time, however, the need for computer and peripheral equipment operators will increase. Dictation machines, which have sharply reduced the need for stenographers, will contine to adversely affect employment prospects for workers in this occupation. The sole exception will be stenographers who are trained as court reporters.

Many types of clerical workers, however, will not be affected by technological innovations because their jobs involve a high degree of personal contact. Substantial growth is anticipated for secretaries, typists, and receptionists, largely as a result of growth in the expanding business services and medical and health care services industries. Counter and fountain workers also are expected to increase as the restaurant industry grows.

Sales workers are employed primarily by retail stores, manufacturing and wholesale firms, insurance companies, and real estate agencies. Employment of this group is expected to grow from 5.5 million to 6.4 million workers, an increase of 17 percent.

Much of the growth of sales workers will be due to expansion in the retail trade industry, which employs about one-half of these workers. The demand for both full and part-time sales workers in retail trade is expected to increase as our growing population requires an increasing number of shopping centers and

stores. Despite the widespread use of laborsaving merchandising techniques such as self-service and computerized check-out counters, suburban expansion and longer operating hours will cause employment to increase.

Craft workers include a wide variety of highly skilled workers, such as carpenters, tool-and-die makers, instrument makers, all-round machinists, electricians, and automobile mechanics. Between 1976 and 1985, employment of this group is expected to increase 22 percent, from 11.3 million to 13.7 million workers.

Construction workers and mechanics, the two largest occupations within this group, are expected to account for about two-thirds of the employment gain for craft workers, and blue-collar worker supervisors and metalcraft workers for most of the remainder.

Nearly all construction trades are expected to grow, but particularly rapid increases are anticipated for heavy equipment operators, plumbers, ironworkers, roofers, and cement masons. Among mechanics and repairers, the most rapid increases will be for workers who repair computers, office machines, air conditioners, and industrial machinery.

In contrast, a continuation of the long-run employment decline in the railroad industry will lead to the decline of some craft occupations concentrated in that industry, such as railroad and car shop repairers. Because of advances in printing technology, very little growth is anticipated in printing crafts.

Operatives are the largest blue-collar group, including workers such as assemblers, packers, truck and bus drivers, and many types of machine operators. Employment of operatives is tied closely to the production of goods, because the majority of these workers are employed in manufacturing industries. The projected slow growth of manufacturing, along with improved production processes, will hold down the demand for these workers. Textile operatives, such as spinners, knitters, and weavers, are expected to decline due to increasing use of machinery in the textile industry.

Outside of manufacturing, employment of most transportation operatives, such as truck drivers and bus drivers, will increase as the transportation industry grows. An exception will be brake and switch operators; these occupations are expected to decline along with the railroad industry.

Employment of operatives is expected to rise from 13.4 million to 15.6 million workers between 1976 and 1985, an increase of 17 percent.

Laborers, (except farm) include workers such as garbage collectors, construction laborers, freight and stock handlers, and equipment washers. Employment in this group is expected to grow only slowly as machinery increasingly replaces manual labor in construction and manufacturing, the two largest employers of these workers. Power-driven equipment, such as forklift trucks, cranes, and hoists, will handle more and more material in factories, loading docks, and warehouses. Other machines will do excavating, ditch digging, and similar work. Between 1976 and 1985, employment of laborers is expected to increase 11 percent, from 4.3 million to 4.8 million workers.

Service workers include a wide range of workers - firefighters, janitors, cosmetologists, private household workers, and bartenders are a few examples. These workers, most of whom are employed in the service producing industries, make up one of the fastest growing occupational groups.

Some of the main factors that are expected to increase the need for these workers are the rising demand for medical care; the greater need for commercial cleaning and protective services; and the more frequent use of restaurants, beauty salons, and leisure services as incomes rise. The employment of private household workers, however, will continue to decline despite a rising demand for their services, because low wages and the strenuous nature of the work make this occupation unattractive to many people.

Employment of service workers is expected to increase 23 percent between 1976 and 1985, from 12.0 million to 14.8 million workers.

Farm workers include farmers and farm operators, as well as farm laborers. Employment of these workers has declined for decades as farm productivity has increased as a result of the trend toward fewer but larger farms, the use of more and better machinery, and the development of new feeds, fertilizers, and pesticides. Between 1976 and 1985, the number of farmworkers is expected to decline 34 percent, from 2.8 million to 1.9 million workers.

* taken from Occupational Outlook Handbook, 1978-79 edition. U.S. Department of Labor, Bureau of Labor Statistics, 1978.

CAREER TRAINING OPPORTUNITIES

Correspondence schools

Home study or correspondence study, usually called independent study, is offered by some 60 colleges and universities. The courses are intensive and are sometimes supplemented by records or cassettes.

Credit courses can be taken, but most colleges and universities accept only a limited number of such courses toward a degree. If a degree is your intention, check carefully. Specialized, privately operated proprietary school correspondence courses sometimes provide excellent ways to learn specific vocational skills. But careful inquiry is essential to make sure the school is reputable and the course appropriate to your needs.

Public Schools

Local public schools usually offer a wide variety of learning opportunities for youths and adults. Literacy education for adults is provided for attainment of an eighth-grade level of education. Vocational training is provided for the unemployed and underemployed. Classes are provided in the English language and American government for foreign-born persons who wish to become naturalized citizens. Some classes prepare people for passing a high school equivalency test and obtaining a General Equivalency Diploma. (You can enter this course at any time during the regular school year.) Enrichment courses are also provided in centers serving out-of-school youths and adults.

Trade, Technical, and Business Schools

Private trade, technical, and business schools offer training for careers in a number of fields such as aeronautics and civil aviation, auctioneering, auto mechanics, baking, bartending, broadcasting, carpet-laying, commercial art, cookery, cosmetology, dressmaking and tailoring, fashion design, firefighting, hairdressing and barbering, hospital administration and medical and

dental technology, hotel-motel & catering management, interior design, law enforcement, locksmithing, mortuary science, practical nursing, photography, radio and TV repairs, truck driving, and welding. There are many other career fields not mentioned here for which training is available. Business and commercial schools offer programs in accounting, data processing, secretarial and other business occupations. Court reporting, finance, insurance, real estate, and sales are frequently taught in special purpose business schools. Programs are generally for full-time students, but many schools accept part-time students.

If you are interested, it's worth finding out more about the schools and their special programs. The schools are generally licensed or accredited by state departments of education, and some are accredited by the National Association of Trade and Technical Schools.

Colleges and Universities

Both two-year and four-year colleges and universities offer a wide range of academic and auxiliary services for adults. The first thing you should do is find out what programs or courses the institution offers adults and what the school means by the term continuing education.

The term continuing education is confusing because it means different things to different people. It differs too from institution to institution. To some people continuing education means only non-credit courses that do not lead to degrees or certification and may or may not include assignments, examinations, etc. To others continuing education means opportunities for people who dropped out of secondary school or college to resume studies and work toward an associate or bachelor's degree. To still others, continuing education means programs for people with one or more degrees that provide further and up-dated education that may or may not lead to further degrees or certificates.

Most continuing education courses do not have an age minimum and are not restricted to high school graduates.

If you want a degree, you will want to examine both the regular degree programs and the special non-traditional degree program offerings available to you. Many undergraduate and graduate degree programs can be completed entirely through part-time study.

University Without Walls

In the University Without Walls programs, such as those at a number of universities in the Union for Experimenting Colleges and Universities, individual programs are worked out for each student. Usually at least one-third of the credits needed for graduation must be earned by taking classes on campus.

Advanced Standing

Today, many colleges award credits toward degrees on the basis of examinations developed by the College Board, the New York State Education Department, or the college itself. Most generally accepted are the Subject and General Examinations of the College Board's College - Level Examination Program (CLEP). On the basis of scores on these examinations, many colleges will grant up to one year or more of college credit. The College Proficiency Examination of New York State and the CLEP Examinations can also be the basis for credit for a one or two semester course in a particular subject.

Credit For Life Experience

"Credit for life experience" is usually used to describe credits a school may be willing to award toward a degree on the basis of evidence of a person's experience. Examples recognized by some schools include Peace Corps teaching, volunteer work in social agencies, and experience on a particular job. Many colleges are planning to grant credit for life and work experience, and some have already instituted this policy.

Non-credit courses

College and universities have non-credit programs largely to prepare people for college-level work, especially for those people who are returning to school after a period of absence. Many of these programs, as well as vocational and professional non-degree courses, are given in schools of general studies or schools of continuing education.

Business and Industry

Some firms have tuition reimbursement policies for employees who wish to continue their education. These programs are not always well advertised by the firm, and you would be well advised to ask your firm's training or personnel director if tuition reimbursement is part of their personnel policy. If you're seeking employment, keep in mind that any prior on-the-job training may be helpful in seeking future employment.

Your employer may provide in-service training. Sometimes employees are given certificates indicating the type of training they have undertaken, and the number of hours of instruction they have received. This type of certification is the result of a credit mechanism called the Continuing Education Unit (CEU), which is being used increasingly. One CEU is equivalent to 10 hours of instruction. These CEUs are useful for such things as job advancement and meeting relicensure requirements.

Any training you have received within business and industry may make you eligible for college credit if you decide to seek a degree at a postsecondary institution. Ask your employer if the training programs with which you have been involved have been examined for recommendations on college credit by the American Council on Education, the New York State Education Department, the Consortium of the California State University and Colleges, or the Pennsylvania Department of Education.

Volunteer Service Programs

Volunteer service programs provide linkages to study and employment and supplements to formal learning opportunities. Volunteer jobs involving study, writing, and discussion can help develop learning skills. Field work and internships, a growing part of academic curriculums, can be done under the aegis of volunteer organizations. Volunteer activities demonstrate accomplishments that interest employers.

Museums

Museums, zoos, and botanical gardens offer adults such services as lecture series, free admission on certain days for senior citizens, music series, and non-credit courses. Check each museum, zoo, or botanical garden for its offerings. Some museums have affiliated schools in the area of fine arts.

Libraries

Libraries are a rich source of learning materials. By use of the card catalog that lists the collection, a person can quickly find books, periodicals, and records on almost any subject. As a provider of information for learning, libraries can tap resources that are difficult for most of us to reach. Thus, if you can't find what you are looking for at the library, you can probably request the necessary items through interlibrary loan. Reference materials in libraries can take you surprisingly far into almost any learning project.

Civic and Community Agencies

Civic and community agencies such as Y's offer a wide variety of educational opportunities, from child care, cooking, and public speaking to community, urban, and rural affairs. A variety of topics are covered including environmental issues, international issues, educational issues, personal development, and family relationships, to name but a few. Facilities are often available for sports and recreation.

Places of Worship

Churches, synagogues, and other houses of worship frequently provide religious and community programs of interest. Seminars and workshops are held on, for example, liturgical studies and the relationship of contemporary religious faith to present-day society. Courses in adult basic education, arts and crafts, home and family relationships, and personal development are often available.

Trade and Professional Associations

Trade and professional associations (for example, the American Management Associations) offer training for their members, but also in some cases for non-members. Your local librarian can help you identify appropriate associations to contact concerning programs offered in your particular area of interest.

Labor Unions

If you are a member of a union, vocational as well as personal development programs are frequently available. Check with your education division for further details.

Learning Networks

Mechanisms exist to allow people to indicate what they want to learn, what they can teach, and what they would like to discuss. Learning networks act as brokers to help people get together to learn something they are mutually interested in.

This kind of activity is available in only a few cities currently, but it will probably spread in the future. The flagship model of this approach to learning is The Learning Exchange, a program serving the greater Chicago area. People registered to teach, learn, or share an interest are matched accordingly.

Free Universities

An institution that offers many courses but operates in participatory ways similar to learning exchanges is the free university. Free in this sense means a lack of the restrictions found in traditional two- and four-year colleges and universities. Courses in a wide variety of topics are offered throughout the year, usually at a modest fee. Students establish what their needs and goals are, and study activities are outlined for them to follow.

Newspapers

Newspapers are a vital source both for learning material and learning resources.

People are often exposed to a topic of interest by something they read in the daily newspaper. By connecting resources available in the public library and through other persons in the community they can enhance their understanding of such diverse topics as religious cults and the nation's economic outlook. The National Endowment for the Humanities has sponsored a series of courses though newspapers that you may have seen.

You can use your newspaper as a directory to learning opportunities. Programs, lectures, and courses are advertised in the paper, and news and feature stories are frequently written about them. Look for special education supplements in August and September, January, and May or June for information on the fall, winter, and summer programs. Books describing new directions for personal and professional growth are also frequently reviewed.

To insure that you get leads to learning opportunities from newspapers you should read not only your local paper, but one of the larger national or metropolitan dailies in your own or other regions of the country. The public library is a good place for reading out-of-town papers.

Radio and Television

Programs on radio and television provide a resource for your learning activity. However, some special effort is necessary on your part to utilize these resources effectively.

First of all, you should find out what programs are available and then choose them systematically. Use the TV Guide and the listing in your local newspapers to ascertain what programs on radio and television are to be offered. Once you have identified them, see if they fit into any existing learning activity you are undertaking. Consider whether you should supplement the offerings by readings of books and/or periodicals in the local library. Find out whether any of your friends are also interested. If so, form a group to watch or listen to the program you have selected and discuss it afterwards with them. This reinforces learning, your own and others' interest, and may help to clarify the direction in which you want to go.

Cassettes

Both video and audio cassette tapes have rapidly become important learning tools. Many libraries now have these valuable aides for your use. If your library has a learning advisor, find out how you can incorporate these resources into your own learning program to the maximum advantage.

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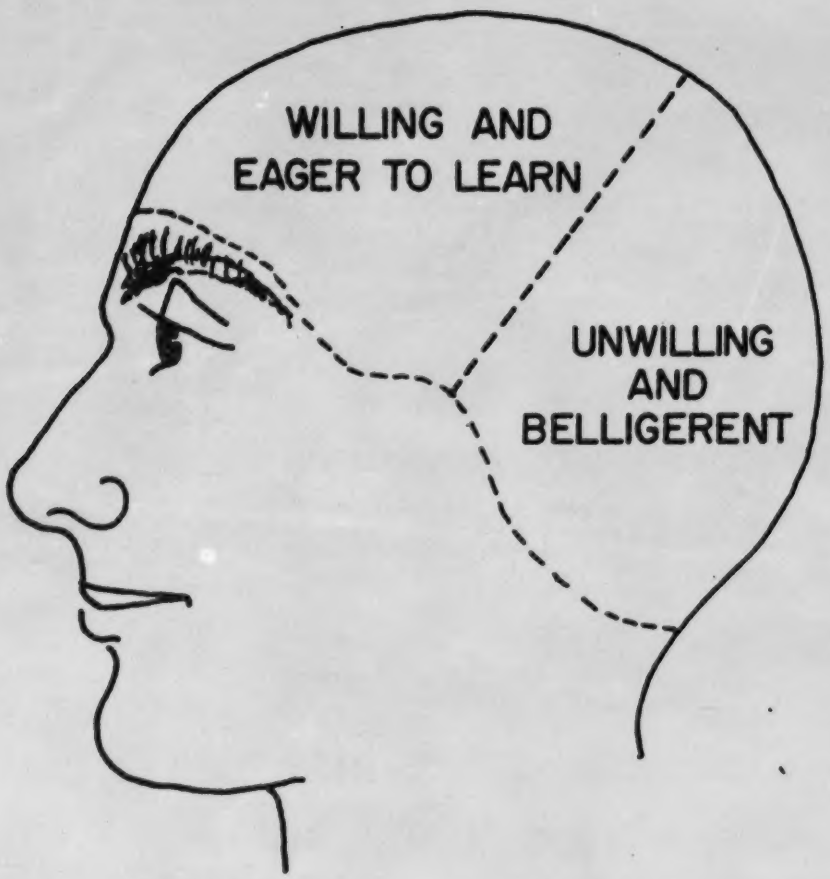
YOUR ATTITUDE TOWARD LEARNING



DECIDE IF YOU WANT TO LEARN

IF SO...

1. THINK POSITIVELY
2. MAKE LEARNING A GAME
3. BE ALERT
4. BE IN THE RIGHT FRAME OF MIND

JOB SEARCH

EXERCISE 4

OBJECTIVE: Conduct a job search for three different jobs that interest you.

DIRECTIONS: . Utilizing the resources available at your center and local library as well as the information presented in this handbook, conduct a job search for three different jobs that interest you.

. Complete all sections of the job search worksheets which follow.

- Compare the results of the job search and ask yourself how appropriate each job would be to your needs and interests.
- Conduct further job searches if you need more information about different jobs that interest you.

SELF EVALUATION:

1. Did I complete all sections of the worksheets?
2. Did I use current resources as a basis of gathering information for the worksheets?
3. Have I conducted a search on all jobs that interest me?

JOB SEARCH

1. Job title I am searching: _____

2. Description of what job entails:

_____

_____

_____

3. Education and training required to enter and progress in this job: _____

_____

4. Where education and training may be acquired:

_____

_____

5. Salary range (from beginning salary to top of the salary scale):

_____

6. Need for workers in this job at the present time:

_____

Expected need in the future:

_____

7. Main features about the job that appeal to me most:

_____

_____

8. Sources used to find this information:

_____

_____

9. Jobs that could be advanced to from this job:

_____

_____

JOB SEARCH

1. Job title I am searching: _____

2. Description of what job entails:

_____

_____

_____

3. Education and training required to enter and progress in this job: _____

_____

4. Where education and training may be acquired:

_____

_____

5. Salary range (from beginning salary to top of the salary scale):

_____

6. Need for workers in this job at the present time:

_____

Expected need in the future:

_____

7. Main features about the job that appeal to me most:

_____

_____

8. Sources used to find this information:

_____

_____

9. Jobs that could be advanced to from this job:

_____

_____

JOB SEARCH

1. Job title I am searching: _____

2. Description of what job entails:

_____

_____

_____

3. Education and training required to enter and progress in this job: _____

_____

4. Where education and training may be acquired:

_____

_____

5. Salary range (from beginning salary to top of the salary scale):

_____

6. Need for workers in this job at the present time:

_____

Expected need in the future:

_____

7. Main features about the job that appeal to me most:

_____

_____

8. Sources used to find this information:

_____

_____

9. Jobs that could be advanced to from this job:

_____

_____

CAREER PATH

EXERCISE 5

OBJECTIVE: Develop a career path stating your long-term career goal and the steps you will take to reach this goal.

DIRECTIONS: . Using the information you gained in the job search exercise and other resources available to you, develop a career path using the worksheet on the following page.

. Ask your resource person to review your plan.

Self Evaluation:

1. Did I complete all sections of the career path worksheet?
2. Did I have a resource person review my plan and make suggestions?

CAREER PATH

1. State your career goal after asking yourself, "What would I like to see myself doing in the way of a career five years from now?"

   _____

   _____

2. Describe the stage you are at now in achieving your career goal: _____

   _____

3. List the steps or major stages that will be involved in reaching your career goal:

   Step 1 _____

   Step 2 _____

   Step 3 _____

   Step 4 _____

   Step 5 _____

4. Describe a timetable for achieving the major stages involved in reaching your career goal, i.e.
   Step 1 This will take one month to complete.

   _____

   _____

   _____

   _____

   _____

5. Describe major roadblocks that will have to be overcome to achieve this career goal. (example, I will need to save enough money to pay for a training program)

_____

_____

6. What are some ways you can start to work on solutions to overcoming these roadblocks? _____

_____

_____

_____

7. Taking each step of your career path outlined in part three of this worksheet, set some short-range steps or sub-steps That can be used to reach the major step.

Step 1. _____

Sub-step _____

Sub-step _____

Sub-step _____

Step 2. _____

Sub-step _____

Sub-step _____

Sub-step _____

Step 3. _____

Sub-step _____

Sub-step _____

Sub-step _____

Step 4. _____

Sub-step _____

Sub-step _____

Sub-step _____

Step 5. _____

Sub-step _____

Sub-step _____

Sub-step _____

8. What can you do during the next week to start working on Step 1 of your career plan?

_____

_____

_____

9. What can you accomplish toward reaching your career goal within one month?

_____

_____

_____

Within six months?

_____

_____

_____

10. Suggestions of the resource person reviewing this career path:

_____

_____

_____

DISCOVERING JOB OPENINGS

For Your Information

Finding out where jobs are in your community can be a full-time job in itself. There is no one convenient place to go where all possible jobs will be listed. Therefore, it is up to you to play detective and to discover where opportunities lie. It is important during the job hunt to keep in mind your career path and the sub-steps that you have developed. At first, you may find it necessary to start out at a beginner's level in a position to gain experience. This experience can then later be used to advance with your career path.

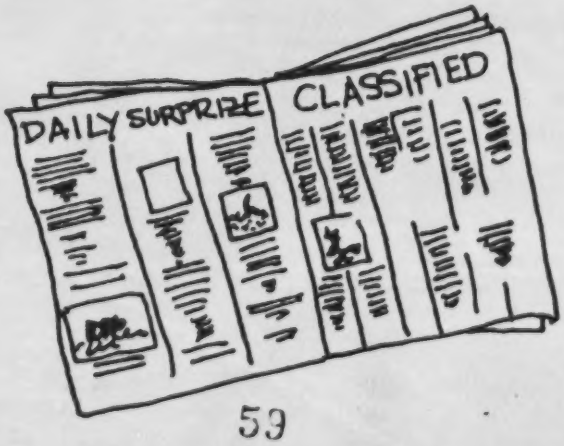
SOURCES OF EMPLOYMENT

TIPS FROM FRIENDS AND RELATIVES

YELLOW PAGES

NEWS STORIES ABOUT NEW INDUSTRIES.

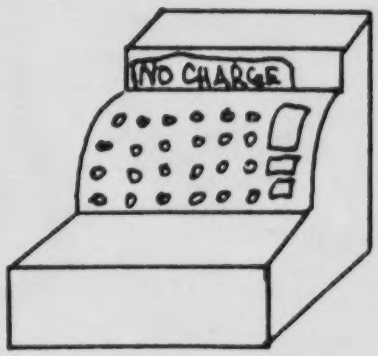
COUNSELORS



CLASSIFIED ADS

PUBLIC EMPLOYMENT AGENCIES

SERVICES ARE FREE

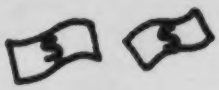


VARIOUS TYPES OF JOBS

TESTS ARE AVAILABLE FOR DETERMINING THE APPLICANTS' QUALIFICATIONS

PRIVATE EMPLOYMENT AGENCIES

CHARGES FOR SERVICE



VERY SELECTIVE

SOME EMPLOYERS PAY JOB FEES

DIRECTORY FOR JOB HUNTERS

The following list of resources can provide you with information about employers in your area. You can use these resources to find out about current and potential job openings.

RESOURCE	NOTES
Chamber of Commerce	.Provides information about various public and private community resources. .Especially useful if you are relocating and are seeking information about the type of industry and business, etc. found in a new community.
Yellow Pages in the Telephone Directory	.Lists resources according to function such as social service agencies.
Community Groups such as YWCA	.Look for job opportunity bulletin boards.
Want Ads in Newspapers	.Current job openings are listed with each issue. .Sunday issues usually carry the most ads.
Employment and Training Offices	.Often have special job assistance programs for those meeting qualifications.

DIRECTORY FOR JOB HUNTERS
(continued)

RESOURCE	NOTES
Public and Private Employment Agencies	. Some current job openings are listed.
College/University Placement and/or Personnel Office	. May have a bulletin board or mailing list you can sign up for to receive job announcements.
Professional Organizations and Professional Journals	. Advertise openings in special fields, public or college library often has issues.
Banks, Insurance Companies, Utilities and Large Stores	. Frequently have part-time positions available.
Business/Industry/ Agency Which Interests You	. Individual contacts will often reveal current job openings now or potential openings for the near future which you can apply for.
Friends and Relatives	. May have heard of job openings through their own employment contacts.

KNOW YOUR COMMUNITY

EXERCISE 6

OBJECTIVE: Become familiar with ways to learn about job openings in your community.

DIRECTIONS: . Complete the Job Seeking Worksheet which follows.

. Discuss your findings with your resource person.

SELF EVALUATION:

1. Did I complete all sections of the worksheet?
2. Did I discuss my findings with a resource person and add any other job-seeking sources I learned about to my worksheet?

JOB SEEKING WORKSHEET

Newspaper Want Ads

List three jobs using your skills that are listed in the want ads section of the newspaper.

Name of job _____

Whom to contact _____

Other information _____

_____

Name of job _____

Whom to contact _____

Other information _____

_____

Name of job _____

Whom to contact _____

Other information _____

_____

State Employment Service

Where is your local State Employment Service Office located?

Name of office _____

Address of office _____

Telephone number _____

What services are available from your State Employment Service? List at least three.

_____

_____

_____

What is the cost to you for using the State Employment Service?

_____

Private Employment Agencies

Name one private employment agency in your area.

Name _____

Address _____

Telephone number _____

List two types of services private employment agencies offer.

_____

_____

How does the agency finance its business?

_____

Friends and Relatives

List two job openings that use your skills that friends or relatives suggest.

Name of job _____

Whom to contact _____

Qualifications for job application _____

_____

Name of job _____

Whom to contact _____

Qualifications for job application _____

_____

Why should information from friends and relatives be checked further before applying for the job that they suggest?

_____

_____

Yellow Pages of the Telephone Book

Look through the yellow pages of the telephone book. List five firms that employ people having your skills and suggest possible job openings the firm may have.

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

_____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

_____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

_____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

_____

Firm _____

Address _____

Telephone Number _____

Type of work or service done at firm _____

Possible jobs using your skills _____

_____

Other Job-Seeking Sources

List two job-seeking sources not discussed in worksheet.

_____

_____

4

PART 4

PRESENTING YOUR SKILLS TO EMPLOYERS

INTERNSHIP

For Your Information

Having selected a broad area of career interest, you may find it necessary to gain some work experience to start your career path. If you are not able to obtain paid employment at first, you may consider an internship. An internship means that you volunteer to work at a place of business for a specific length of time. An important part of this experience is the development of a training contract. The training contract outlines goals which you have for the internship and the length of time you plan to work at the various activities as part of your training. Both you and your employer agree to the contract ahead of time so that your internship is of greatest benefit.

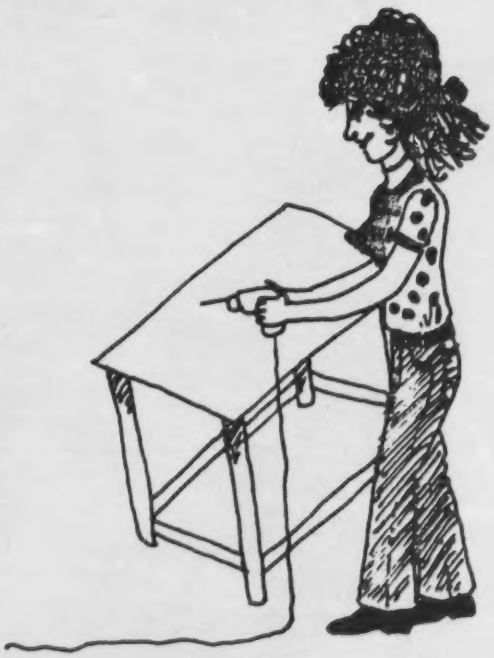
You may decide to train at a place that has worked with interns before. If so, you need to be certain that well-defined job descriptions for the volunteer jobs are available. It is also wise to check if the agency or business will provide a reference when you move to another job.

You may want to approach an employer who has never worked with an intern before. If you do this, it is important that you approach the employer with a set of goals for the experience. Be sure to explain why you are interested in that agency or business and suggest a minimal length of time you could work. Many employers will be receptive to the internship idea if you present yourself as someone sincerely interested in learning about a job. By setting

up a contract agreement ahead of time, you will be better assured that your time will be spent doing a variety of things rather than spending many hours at a skill you have already learned. The contract is also beneficial to the employer because it states the minimal time you expect to stay at that company.

intern

DOING IS IMPORTANT TO INCREASE LEARNING!



1. TRY TO USE WHAT YOU LEARN AS SOON AND AS OFTEN AS POSSIBLE
2. TRY TO TIE-IN YOUR STUDIES WITH INTEREST
3. BE SELF-CRITICAL
4. TAKE CRITICISM
5. HELP OTHERS

GET THE MEANING...

NOT JUST THE WORDS!

... be professional or businesslike

... be as reliable as one getting paid for employment

... seek out areas in which you can contribute your skills

... learn how the organization operates

ADVANTAGES OF AN INTERNSHIP

1. You will be able to get an informal kind of education. By listening, observing and participating you will learn the basics of a new field.
2. You can test your interest in a career area.
3. You can develop very specific skills to include on your resume.
4. By becoming a valuable asset to the employer, you may become first in line for a paid employment opening.
5. You may develop important contacts that can be used to learn of new job openings.

DOCUMENTING YOUR INTERNSHIP EXPERIENCE

In a file include the following:

1. A copy of your training contract.
2. A description of your internship duties, the kind of training and supervision received.
3. An internship log.
4. Copies of written recognition received from a boss or co-worker.
5. References from supervisors.

INTERNSHIP LOG

DATE	HOURS WORKED	TASKS PERFORMED

TRAINING CONTRACT

EXERCISE 7

OBJECTIVE: Develop a training contract which could be used to receive training in your area of career interest.

DIRECTIONS:
- Review the training contract which follows.
- Develop a contract for an internship which you could use to advance with your career path.
- Review the contract with a resource person, discussing how you would present this idea to an employer.

SELF EVALUATION:

1. Did I complete all parts of the internship contract?
2. Do my learning activities relate to my career path?
3. Did I discuss my contract with a resource person?

SAMPLE

TRAINING CONTRACT

BUSINESS/AGENCY Smith's Shoe Repair

TELEPHONE 772-1000

ADDRESS 4 Main St. Lakewood, Pa.

Will permit: (name of intern) Cindy Becker

Telephone 221-6845

Address 42 5th St., Lakewood, Pa.

to enter their business/agency as an intern under the supervision of Harry Watts for the purpose of gaining training in the career area of Credit Interviewing.

This internship will last approximately 8 weeks at an average of 20 hours per week.

Time Spent	Activities
20 hours	orientation to business procedures
30 hours	establishing charge accounts
40 hours	answering customer complaints
30 hours	customer billing
40 hours	handling customer contacts
_____ hours	_____
_____ hours	_____

Employer/Supervisor Harry Watts date 1/5/80

Intern Cindy Becker date 1/5/80

TRAINING CONTRACT

BUSINESS/AGENCY _____

TELEPHONE _____

ADDRESS _____

Will permit (name of intern) _____

Telephone _____

Address _____

to enter their business/agency as an intern under the supervision of _____ for the purpose of gaining training in the career area of _____.

This internship will last approximately _____ weeks at an average of _____ hours per week.

Time Spent	Activities
_____ hours	_____
_____ hours	_____
_____ hours	_____
_____ hours	_____
_____ hours	_____
_____ hours	_____
_____ hours	_____

Employer/Supervisor _____ date _____

Intern _____ date _____

RESUME

For Your Information

One of the most important tools for reaching employers is the resume. A resume is a concise summary of your life experiences as they pertain to your ability to assume job responsibilities..

Perhaps, if you have never had recent paid employment, you feel you have nothing to put in a resume. This is not true. Skills which you have developed through the homemaking experience can be transferred into the job market. The resume will be the document which you use to make this link.

There is one type of resume most suitable to documenting the homemaking experience. This type is called the functional resume. This resume divides your work experience into areas of greatest competence, such as time management, supervisory ability, etc. You may refer to the self evaluation conducted in Part 2 of this handbook to identify particular skills to include in your resume. Of course, any additional experience gained from an internship or paid employment would also be presented on your resume as well as formal education and training experience.

"HOUSEWIFE'S RESUME"

"What do you do?"

"I'm a housewife."

"Oh, you mean you've never worked?"

"On the contrary..."

WORK EXPERIENCE

1955 to Present

Position: Household Manager Employer: The Smiths (a closely held partnership)

Duties and Major Accomplishments Within Selected Areas of Responsibility

Finance: Developed accounting system to accomodate joint-checking banking activities of partners; coordinated household purchasing, savings, and bill-paying procedures to eliminate cash flow crises (endemic in early stages of partnership); administered payroll (draw to principal partners and salary allowances to associates); prepared annual budget.

Public Relations: Handled community relations, correspondence and communications, guest accommodation, daily travel arrangements.

Personnel Management: Counseling; assignments and scheduling; training programs; labor relations; principal responsibility for health, well-being, and performance of partners and associates.

Purchasing: Created and refined cost analysis and marketing survey procedures.

Miscellaneous Responsibilities: Nutrition; plant and equipment maintenance; entertainment and recreation.

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Basic Resume Principles*

- A resume always provides adequate information for contacting the individual. The address and telephone number should be correct. If possible, list a second telephone number where messages can be left.

- A resume is a positive statement about oneself. Do not include negative reasons for leaving earlier jobs, qualifying statements about the nature of the work done ("part-time only," "volunteer work," etc.), or statements indicating a decrease in salary or responsibilities. Potential employers too often tend to underestimate an applicant's skills.

- A resume is a brief statement about oneself. Do not go over two pages unless the work experience is very substantial. The resume does not need to report everything a person has done. A resume does give a general idea of an applicant's background and emphasizes aspects of that background related to the position for which you are applying.

- Do not use job descriptions developed by the company or agency in defining work respon-

pp. 78 to 82 reprinted from: How Women Find Jobs: A Guide For Workshop Leaders, by the New Mexico Commission on the Status of Women.

sibilities. Too often these descriptions stress the routine work done and leave out individual achievements. List achievements such as "changed a procedure," "developed new rules," etc. Mention any special awards received.

DON'T BE AFRAID TO TOOT YOUR OWN HORN.

• A statement of job objective or job goal is important to applicants who are seeking to change careers, because this fact is not always apparent. A job objective statement is a good idea if it fits the job opening. Don't apply to be a plumber with a job objective statement on a resume which lists a goal of "Managerial work with a large, governmental institution."

• A resume is always clean, neatly typed, Xeroxed if necessary, with no handwritten updates. If the resume needs changing, do a new one. Hire a typist or ask a friend who types to do the resume if necessary.

• If an applicant is sending out many resumes, or is applying for a position with hundreds of other applicants, there are ways to make her resume more eye-catching. She can have it duplicated on colored paper. She can have a printer typeset it in a striking print style. If she can do hand-lettering, she can hand-letter her resume.

• With one qualification, the names of references are not generally included on one's resume. This is because the applicant may use one kind of reference for one job and a different one for another. There is one exception to

this rule. List the name of a person who's highly respected and well known in the community, or is a person well known in the kind of work for which the applicant is applying. Otherwise, on the resume state that "References will be provided on request."

- If it is being mailed or delivered to the personnel department, without meeting the person ultimately doing the hiring, a resume is accompanied by a letter of transmittal. This letter asks for consideration for a position, emphasizes reasons the individual is interested in the position, and requests a personal interview. Included at the end of this chapter is a sample letter of transmittal for use in your class.

- A resume does not substitute for a personal meeting with the person doing the hiring. It can, however, be a first step toward getting that meeting. For this reason, submission of a resume should always be followed with at least a telephone call and at best a personal meeting with the supervisor.

- Do not encourage the inclusions of personal information on resumes. Matters such as age, marital status, children and their ages, and husband's occupation should not be included. One way to ensure these matters are not used in the initial screening process is to leave them off the resume.

WHAT IS WRONG WITH THIS RESUME?

Mrs. Henry Smith
1200 Camino Servicia
Tucson, Arizona

Experence - Paid

1949 or 50? Waitress at Frank's hamburber stand. Just an after school job. I didn't get along with the boss so I quit.

1965 Part-time typist at a dry goods store (I can't remember the name). I made $1.25/hour. I quit to have my second child.

1972-75 I have worked every Christmas as a sales lady at Goldwaters or other departments stores.

Volunteer - Unpaid

I have been a member of the P.T.A. for fifteen year, attending many meetings and organizing some events. I am also active in the Methodist Church. ~~Currently, I am president of our local Military Wives group~~.

Personal

I was married for twenty years, but recently divorced. (This is why I am no longer President of the Military Wives Club) My husband left me for a younger woman. I am now the sole support of three teen-age children, because I can't collect my child support.

I realize that my work history is limited but, being in the military, it was hard for me to hold a steady jobs because we moved so often. I will do any kind of work.

Hobbies

Recently took up macrame.

I have a dog.

References

Henry Chavez, banker, Mabel Komtz, housewife, friend.

EXERCISE 8

OBJECTIVE: Practice writing a functional resume.

DIRECTIONS: . Develop a functional resume suitable for your situation.

. Document skills you have developed through the homemaking experience. Include those aspects of a resume presented on the following page.

. Review the basic resume principles presented earlier. Be sure your resume meets these guidelines.

. Ask a resource person to review your resume and provide suggestions for improvement.

SELF EVALUATION:

1. Did I complete all parts of the resume as outlined?
2. Did I relate skills developed through the homemaking experience on my resume in a positive way?
3. Does my resume meet the guidelines provided in the basic resume principles?
4. Did a resource person review my resume and were suggestions incorporated into a revised resume?

RESUME

NAME

ADDRESS

TELEPHONE

WORK EXPERIENCE:

YEAR (start with current)	POSITION	PLACE

SKILLS (may list individually or summarize all skills obtained from total of work experiences)

EDUCATION

REFERENCES ON REQUEST

PORTFOLIO

For Your Information

The need to keep a folder to document internship experiences was presented in an earlier part of this Handbook. It is also beneficial to prepare a portfolio or skills folder for your homemaking experience. This will provide your employer with evidence that you have developed certain skills.

Examples of contents for a portfolio are given below:

Skill	Ways To Document
Supervising others	. Construct a list describing all experiences involved, supervising others, i.e. 1. family members 2. church groups 3. youth groups
Managing finances	. Sample log of tasks performed routinely in managing household finances, i.e. balancing checking account, planning for savings, developing and assessing budgeting systems.
Maintainance and repairs	. List of all equipment and repair jobs performed, i.e. - repaired light fixtures - painted bedroom - wallpapered bathroom . May also include photographs of finished products.

Skill	Ways to Document
Communicating with the public	. List of committees served on . Letters of thank-you received for duties performed. . Newspaper clippings relating to committee work.

PREPARE A PORTFOLIO

EXERCISE 9

OBJECTIVE: Prepare a portfolio to document skills developed through the homemaking experience.

DIRECTIONS: . Referring back to those skills you identified in Part 2 of the Handbook, prepare a portfolio to document these homemaking skills.

. Use the portfolio worksheet which follows to describe how each skill can be documented.

. Ask a resource person to review the portfolio worksheet and the portfolio developed.

SELF EVALUATION:

1. Did I consider how each skill developed through the homemaking experience could be documented?
2. Did I ask a resource person to review the portfolio worksheet?

PORTFOLIO WORKSHEET

SKILL	HOW TO DOCUMENT

For Your Information

The employment interview is one of the most important events in the average person's experience. That 20 or 30 minutes spent in the interview could make or break you as far as future opportunity with that company goes. Therefore, it is important to be as prepared as possible for each and every interview.

First, find out as much about the company interviewing you as possible. Try to find out how old the company is, what its products and services are and how its prospects look for the future. Information such as this can often be obtained by requesting copies of the company's own literature. Next, spend some time at your interview location ahead of time, if possible, to become familiar with the work setting and working conditions. On the basis of what you learn, you can prepare questions to ask during the interview. Thirdly, always dress in a business-like manner meaning, that you have a neat and a conservative appearance.

THE JOB INTERVIEW

1. Always go alone.
2. Be on time for your appointment; be 15 minutes early if possible.
3. Do not chew gum or smoke; refuse if either or both is offered.
4. Greet everyone with a smile and a firm handshake.
5. Introduce yourself by your proper name; do not use nicknames or use Ms, Miss. or Mrs.
6. Have completed letter of application, employer's application, and your personal portfolio.
7. Call the employer by his/her correct given name.
8. Look at the interviewer while talking to him/her.
9. Answer questions briefly using good grammar and do not use slang. Do not interrupt while interviewer is talking.
10. Be truthful.
11. Sell your qualifications for the job rather than your need for work.
12. Avoid discussing politics or religion if possible, unless it pertains to the job.
13. If you are offered the position, you may ask about the salary, but don't appear interested only in the benefits.
14. Do not fumble with hands or object in lap.
15. Use good posture at all times.
16. The interviewer will close the interview.
17. Thank the interviewer for talking to you.
18. Within one or two days, write a thank-you note to the interviewer, restating your interest in that position.

JOB INTERVIEW

WHAT TYPE OF WORK DO YOU DO BEST?
WELL, I'M GOOD AT CARPENTRY, COOKING, MANAGING, RUNNING MACHINERY- EVERYTHING!
Well, I've never worked before!

SPECIFY: DON'T BE A JILL OF ALL / NO TRADES.

JOB INTERVIEW

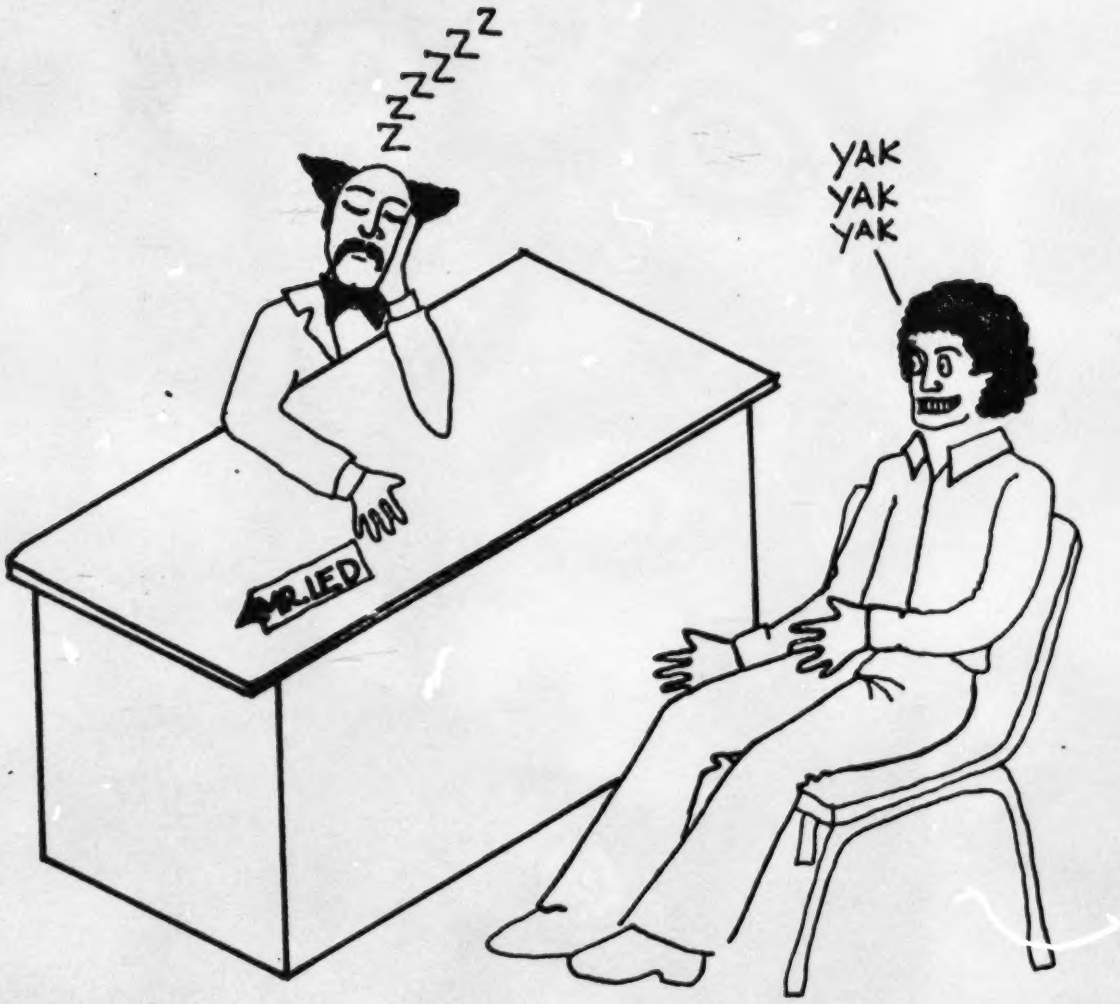
FIRST IMPRESSIONS ARE LASTING ONES

JOB INTERVIEW

REMEMBER: DRESS FOR A JOB, NOT FOR A PARTY!

QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What type of work experience have you had?
4. What job would you like most?
5. What do you wish to be doing in five years? In ten years?
6. What qualifications do you have for this job?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What is your main strength? Your main weakness?
10. What jobs have you had? Why did you leave?
11. What salary do you expect?
12. Have you had any serious illnesses?
13. How do you feel about working overtime?
14. What grades have you received in your career training?
15. When can you begin work?
16. How did you become interested in this company?



LEAVE WHEN THE EMPLOYER ENDS THE INTERVIEW.

1. Poor personal appearance.
2. Overbearing - overagressive - conceited "superiority complex"- "know-it-all".
3. Inability to express self clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of courtesy - ill-mannered.
14. Condemnation of past employers.
15. Lack of social understanding.
16. Fails to look interviewer in the eye.
17. Limp, fishy handshake.
18. Indecision.
19. Unhappy married life.
20. Sloppy application blank.
21. Merely shopping around.

22. Wants job only for short time.
23. Little sense of humor.
24. Lack of knowledge in field of specialization.
25. No interest in company or in industry.
26. Unwillingness to go where sent.
27. Cynical.
28. Low moral standards.
29. Lazy.
30. Intolerant - strong prejudices.
31. Narrow interests.
32. Poor handling of personal finances.
33. No interest in community activities.
34. Inability to take criticism.
35. Lack of appreciation of the value of experience.
36. Radical ideas.
37. Late to interview without good reason.
38. Never heard of company.
39. Failure to express appreciation for interviewer's time.
40. Asks no questions about the job.
41. High pressure type.
42. Indefinite response to questions.

EXERCISE 10

OBJECTIVE: Practice researching a company.

DIRECTIONS:
- Using company literature, personal interviews, and other references suggested by a resource person, research a company which interests you.
- Use the worksheet on the following page to complete your exercise.

SELF EVALUATION:

1. Did I seek enough information about the company to make a fair assessment of its relationship to my career path?
2. Did I learn sufficient information about the company to know the types of questions I should ask during the interview?

Research A Company

1. Name of company

_____

2. How old is this company?

_____

3. Where are plants, offices, or stores located?

_____

_____

4. What products or services does this company provide?

_____

_____

5. What advancement opportunities are available within this company?

_____

_____

6. Based on interviews with some of the company employees, how does the company seem to treat its workers?

_____

7. Referring to your career path, do you see yourself fitting into this company? _____

If yes, how? _____

_____

REACTIONS TO YOUR USE OF THIS HANDBOOK

1. HOW EASY WAS THIS HANDBOOK TO READ? (circle one)

   very easy easy somewhat difficult very difficult

2. My reactions to using this Handbook are:

3. My suggestions for revisions are:

4. Overall, how would you rate the usefulness of this Handbook? (circle one)

   very useful useful not very useful

5. Other comments: